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ABSTRACT

Contributions of participants in a three-day invitational symposium for representatives of the 21 California high schools which were most successful in sending Black and Hispanic students to the University of California and the California State University are compiled in this document. The publication addresses two major goals of the California Education Summit: (1) to increase the percentage of students entering high school who enroll in and earn bachelor's degrees from four-year colleges; and (2) to make it possible for all segments of the school population to achieve at a higher level. The document begins with a listing of essential principles for high schools: make the school accountable; build an academic school culture; make access to college preparatory classes a reality; provide professional support for staff; include parents as an essential part of the process; provide coordinated student support services; attend to articulation; and make information about colleges available. For each principle implementation suggestions are provided. A further chapter addresses how district and institutions of higher education can support schools' efforts. Appendices provide lists of resources for districts developing college preparatory programs, participants in the symposium, and members of the Advisory Committee on College Preparation of Underrepresented Students. (JB)

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Enhancing Opportunities for Higher Education Among Underrepresented Students

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Bill Honig—State Superintendent of Public Instruction
Sacramento, 1990

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Enhancing Opportunities for Higher Education Among Underrepresented Students: Strategies for High Schools

Prepared by the

Office of Special Programs
University and College Opportunities Unit

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FOREWORD

In December, 1989, approximately 300 individuals—representatives of the education profession, parents, students, and business and community leaders—met to examine the current course of education and to define the goals and strategies that would be likely to increase our chances of educational success during the 1990s. Two of the major goals identified at the California Education Summit were:

- An increase, to 25 percent, in the percentage of students entering high school who enroll in and earn bachelor's degrees from four-year colleges
- Completion of the equity agenda, making it possible for all segments of our school population to achieve at higher level

Fortuitously, this publication, *Enhancing Opportunities for Higher Education Among Underrepresented Students: Strategies for High Schools,* specifically addresses the accomplishment of these goals. It is based on the experiences of schools which are successful in achieving these aims and represents the distilled wisdom of educators who have made this dual mission the central theme of their careers.

Over 40 percent of our school population is now Hispanic, African American, American Indian, or Pacific Islander—groups which have traditionally been underrepresented in postsecondary education. Of California's school-age children, 22 percent come from families with incomes below the poverty level, and another 5 percent from families with incomes only slightly above the poverty level. These children, of every ethnic and racial background, are also underrepresented in higher education. We must find a way to keep these students in school, provide them with a college preparatory curriculum, and support their efforts to educate themselves at the highest levels.

If we are to be successful in continuing the progress of California's reform effort, we must address these issues in every high school. Programs to support college preparation of underrepresented students must no longer be viewed as elective, add-on programs directed at small proportions of the student body. One of the central missions of high schools is to prepare our students, students of every ethnicity and socioeco-

nomic level, for college. In the future, we must make sure that a large percentage of our high school population has taken, and succeeded in, the coursework required for enrollment in colleges and universities.

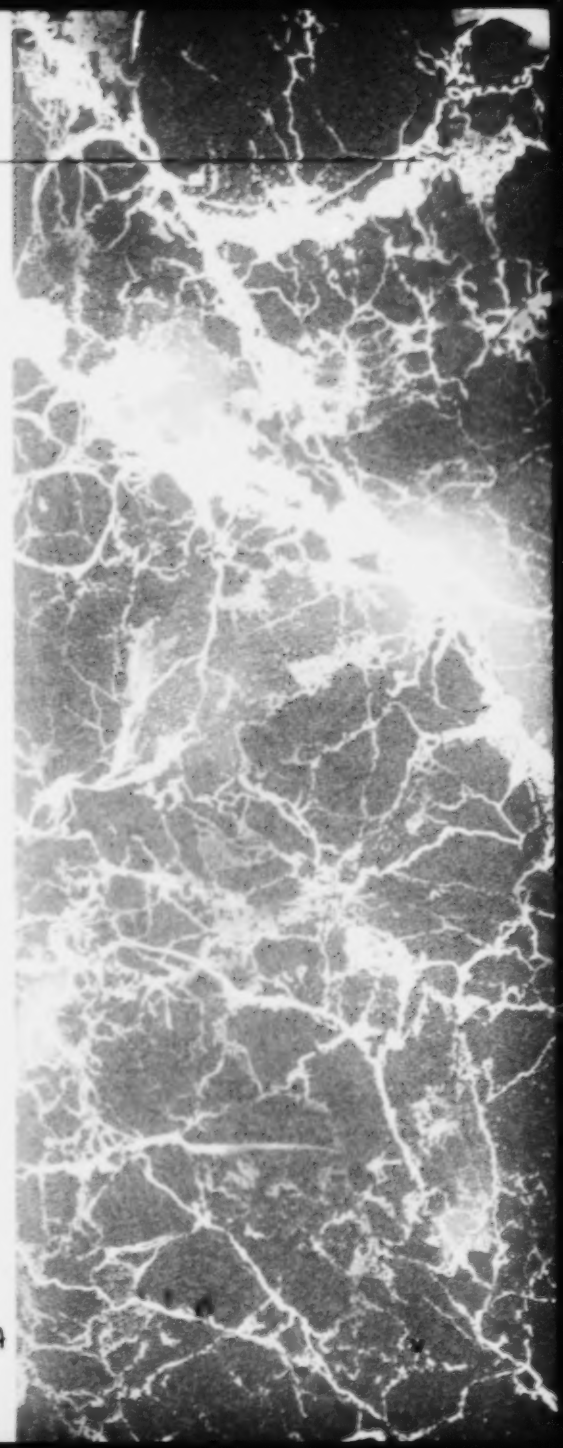
Improving students' preparation for college may result from programs targeted specifically at underrepresented students or from processes which improve the overall effectiveness of a school's academic program. Ideally, a school would implement a program specifically targeted toward underrepresented minority and low-income students while designing and setting in place more widespread changes in curriculum, counseling, and instruction which are intended to benefit all students.

Programs based on the principles drawn in this document may be of many types. It is, however, important that programs be comprehensive and address most, if not all, of these principles. There is evidence that when many elements of successful programs are integrated into a school's program, the whole school benefits: A more academic atmosphere becomes noticeable, dropping out of school becomes less prevalent, and students who may have never considered going to college develop not only hope but also the determination to succeed.

As you read this document, consider ways in which you can begin to implement some of its recommendations immediately and incorporate others into longer range planning for curricular and instructional improvement. Assess your school in relation to the principles presented here, and find areas in which you can begin improvement now. The futures of our students and of our society depend on your efforts.

Bill Honig

State Superintendent of Public Instruction



PREFACE

This document is a compilation of the best recommendations of individuals who have helped to guide schools in the direction of greater equity and excellence in preparing their underrepresented students for college. It is based on information specifically set forth at the Symposium on College Preparation of Underrepresented Students held in November, 1989. However, the impetus for such a document has developed out of the California Department of Education's growing awareness of this situation and its commitment to improving it.

It has become increasingly apparent that the current efforts being made by elementary, junior high, and high schools, and by the outreach offices of colleges and universities, have succeeded only in illuminating the problem of the underrepresentation of low-income groups and certain minority groups in higher education. The marginal success of these efforts, coupled with the impact of the growing numbers of students in California from Hispanic and Southeast Asian backgrounds and from low-income families, has clarified both the problem and its solution: We must become more adept, within the regular educational system, at providing the information, support, and high-quality curriculum which can make enrolling and succeeding in college a reality for students who may be the first in their families to do so.

We hope this document will prove both inspiring and practical to those of you who are called upon to proclaim its message across the state.

JAMES R. SMITH
Deputy Superintendent
Curriculum and Instructional Leadership Branch

FRED TEMPES
Assistant Superintendent and Director
Instructional Support Services Division

BARBARA BRANDES
Manager
Office of Special Programs

Executive Summary

The California Department of Education convened a three-day invitational symposium in November, 1989, for representatives of the 21 California high schools which were most successful in sending black and Hispanic students to the University of California and The California State University. This publication is a compilation of the contributions of participants in that symposium. It begins with a set of "essential principles"—assertions of the most important factors in improving the rates at which underrepresented students attend college and succeed in earning a degree. These principles become the basis for a list of practical steps educators can take to prepare more students for college. The steps and the principles they are based on follow:

Make your school accountable.

School leaders must commit themselves to preparing more underrepresented students for college. They must set specific, measurable goals for increasing the number of students who become eligible for college and ensure that action plans are developed, implemented, and evaluated.

Build an academic school culture.

Staff and students should project an image of a college preparatory school by respecting instructional time, ensuring that students are in class, and emphasizing the importance of academics as well as athletics and other extracurricular activities.

Make access to college preparatory classes a reality in your school.

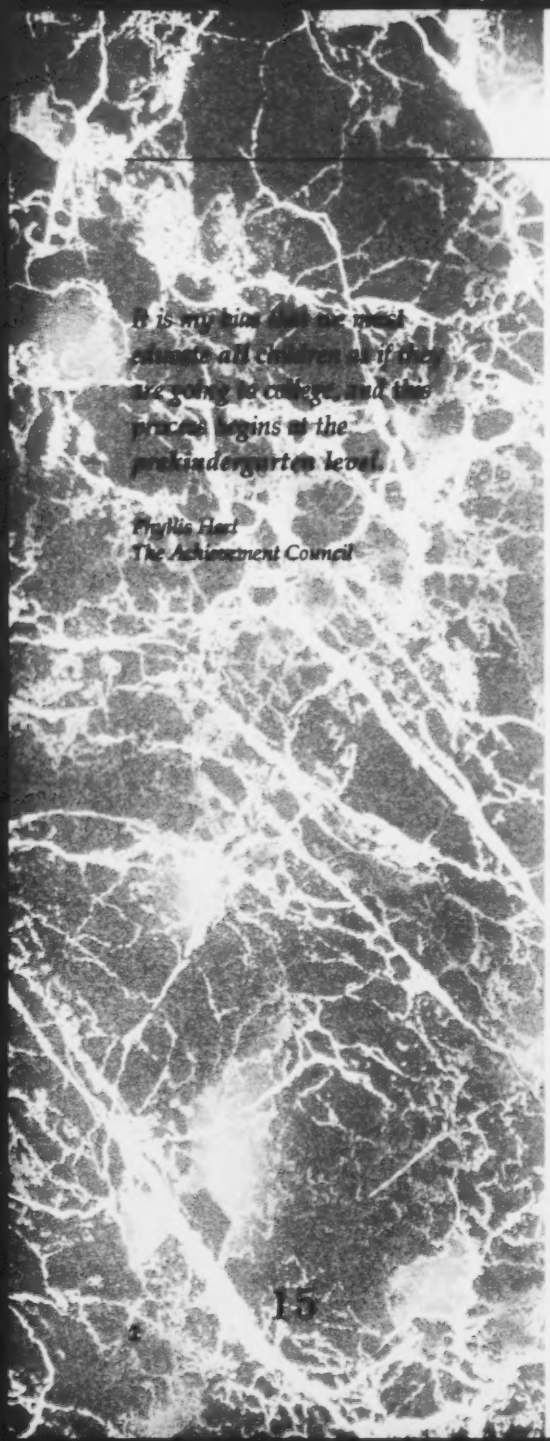
All students, especially those underrepresented in higher education, should have full access to all school services that will enable them to prepare for college.

Provide professional support for staff.

Teachers and counselors must have high expectations and standards for all students. They must be professionally well prepared, supported by their schools and districts, and committed to the belief that all students can learn.

Include parents as an essential part of the process.

All parents, especially parents of underrepresented students, must be involved in the process of preparing students for college. Parents must be given the information, encouragement, and skills to support high aspirations for their children.


It is my hope that we must educate all children as if they are going to college, and this process begins at the prekindergarten level.
Phyllis Hart
The Achievement Council

Provide coordinated student support services.

A wide range of coordinated support services must be provided to enhance students' opportunities for success.

Attend to articulation, from kindergarten through college.

Effective partnerships should be developed, from kindergarten through college, to articulate goals for the curriculum, students' achievement, and support systems.

Make information about colleges available.

All students and their parents should be regularly and systematically informed about college requirements, college opportunities, and financial aid.

INTRODUCTION

Background

California's educational reforms have attained some impressive results. However, too few of our ethnic and low-income students are prepared to enter four-year colleges and universities. As a result, they are denied the full participation in the economic and civic life of our society that a college education can provide. By any analysis, the statistics are abysmal. Students from backgrounds that have been historically underrepresented in postsecondary education make up a smaller proportion of the population of each successive educational level. (See figures 1 and 2.) The drop-out rates of high school students are higher for underrepresented students than for other students. Fewer ethnic and low-income students go on to colleges and universities, and many more of those who do go on to college leave school before earning a bachelor's degree.

A study recently conducted by the California Department of Education indicated that nearly 75 percent of grade ten students planned to attend either a two-year or four-year college; of these, 50 percent planned to attend a four-year college.[1] However, the study revealed a serious incongruity between students' aspirations and the preparation they were receiving in high school. Of the students who reported they were taking a college preparatory program, 39 percent were not enrolled in college preparatory mathematics and science courses.[2] (See Figure 3.) In addition, there is a dramatic difference between the percentage of students in the study who planned to attend four-year colleges and the percentage who actually entered college as freshmen. This discrepancy is apparent for all groups in the study but is most noticeable for black students: 62 percent of them indicated a desire to attend a four-year college, but only 13 percent actually enrolled in 1987.[3]

In December, 1989, participants in the California Education Summit set a goal of increasing the number of students who enroll in college and earn bachelor's degrees from four-year colleges or universities to 25 percent of those students who

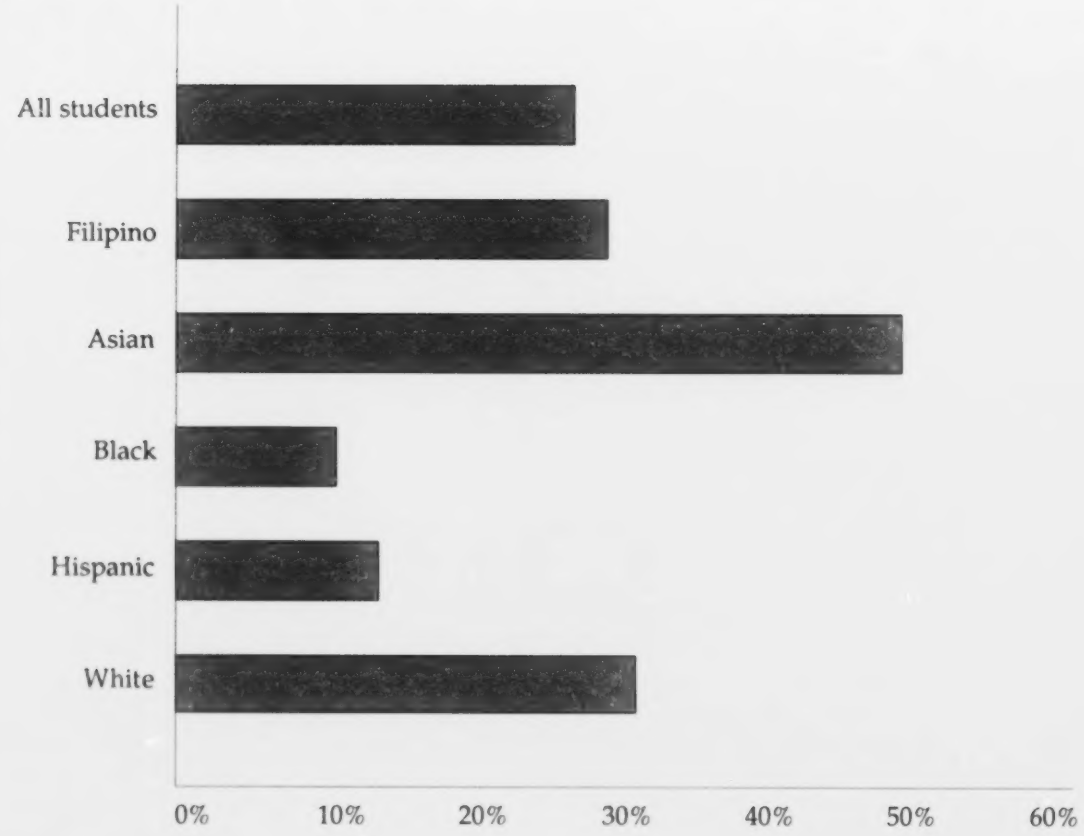
[1] *Summary Report: Course Enrollment Practices of High School Students in California*. Prepared by Catherine A. George. Sacramento: California Department of Education, 1989, p. v.

[2] *Summary Report*, p. 13.

[3] *Summary Report*, p. 4.

FIGURE 1

Estimated Eligibility of 1986 High School Graduates for The California State University



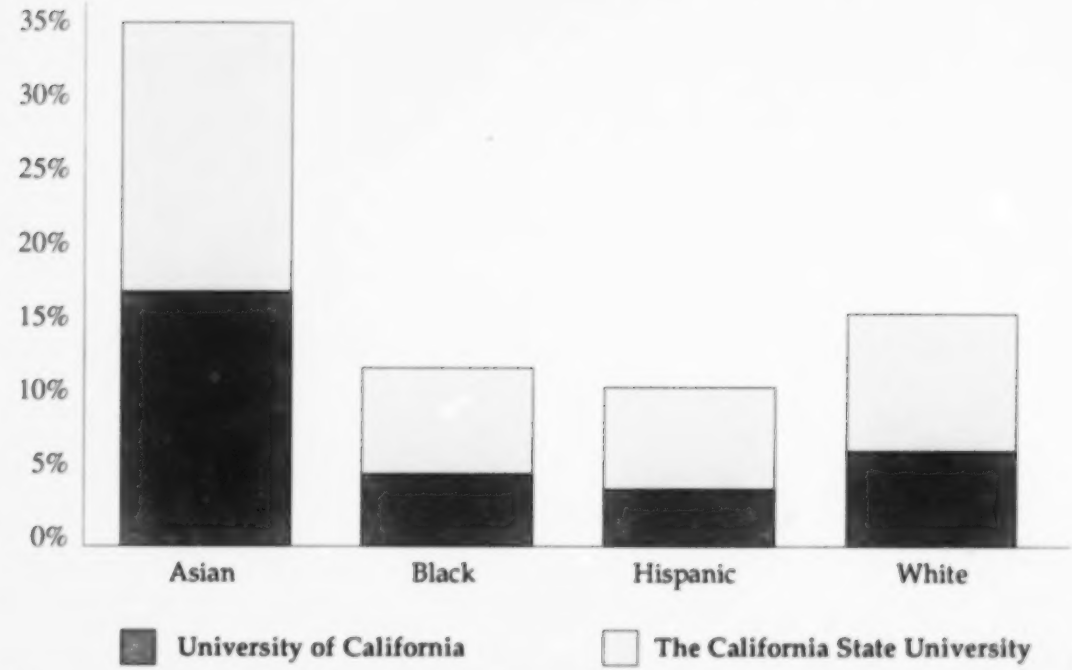
Source: California Postsecondary Education Commission.

FIGURE 2

College Enrollment Rates of Selected Ethnic Groups

The California State University and the University of California

Fall, 1988

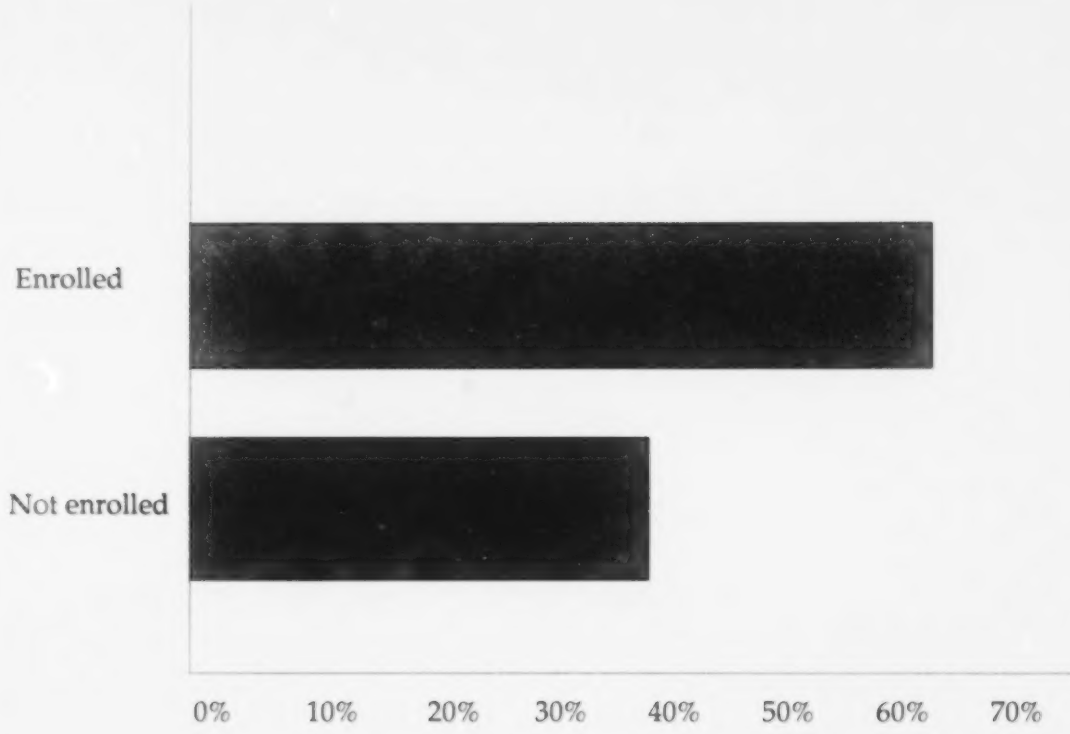


	Asian	*Black*	*Hispanic*	*White*
University of California	17.2%	4.6%	3.9%	6.0%
The California State University	17.0%	7.4%	6.2%	9.1%

Source: California Postsecondary Education Commission.
Note: College enrollment rates reflect the percentage of California public high school graduates who enroll as first-time freshmen at University of California and The California State University campuses.

FIGURE 3

Percentage of Self-Identified College Track Sophomores Enrolled in College Preparatory Mathematics and Science Courses



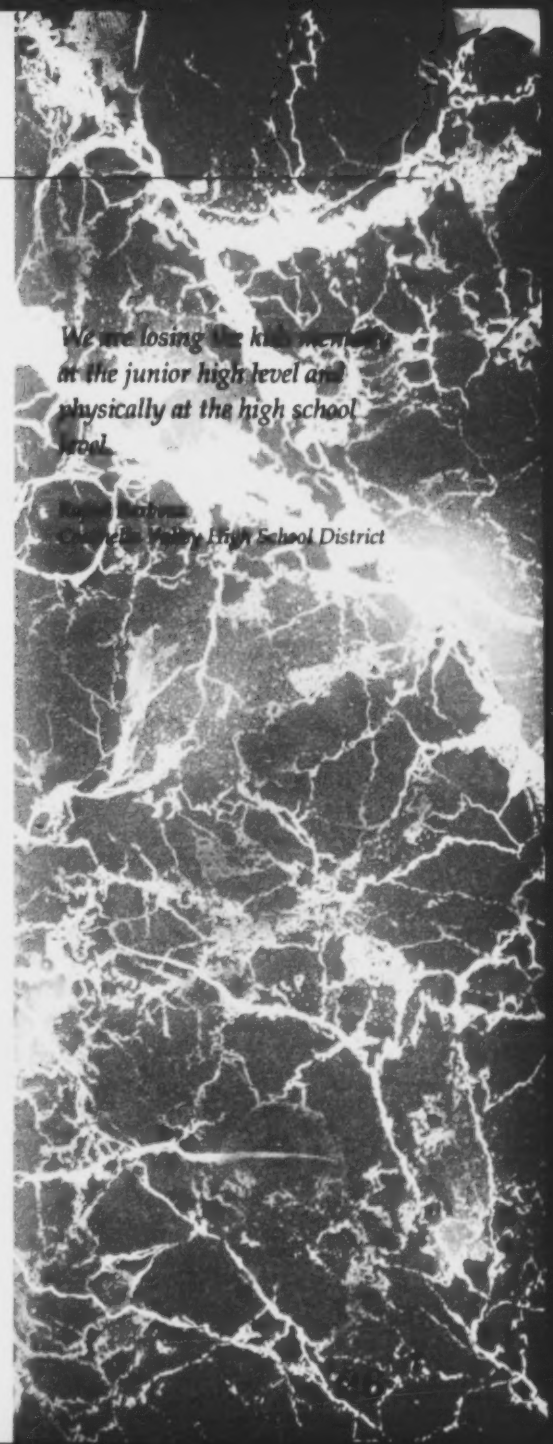
Source: *Summary Report.*

enter high school.[4] This is an ambitious goal, indeed, when we consider that high schools currently have a three-year drop-out rate of over 22 percent and that in 1988 only 18.3 percent of high school graduates went on to the University of California or The California State University.[5] For black and Hispanic high school graduates, current rates of enrollment in California's public four-year universities are 12 percent and 10.1 percent, respectively.[6]

Until now, most programs aimed at preparing underrepresented students for college and increasing their success rates have been small-scale, supplementary programs that have reached only a limited number of the students who could benefit from them. These programs have demonstrated that more underrepresented students can become eligible for and successful in college. However, we cannot meet the challenges of the twenty-first century simply by developing special programs to prepare underrepresented students for college. These students are our new majority; we must find more powerful ways to ensure that our schools become successful for all our students. Today we know which elements constitute successful programs. We are, therefore, challenged to integrate these elements into the daily functioning of all schools, to make them a part of the mainstream of high school education.

Advisory Committee on Underrepresented Students

In 1988, the State Superintendent of Public Instruction convened the Advisory Committee on College Preparation of Underrepresented Students. Its purpose was to help formulate a comprehensive strategy that districts could use to improve the college enrollment rates of underrepresented students. The advisory committee concluded that long-term improvements in preparing students for college require collaborative efforts that are articulated among all levels of education, from kindergarten through college, and that are integrated with all the major reform efforts in California's schools. The advisory committee suggested that representatives of California's high schools that are deemed most successful in preparing underrepre-



[4] *California Education Summit: Meeting the Challenge, the Schools Respond.* Compiled by the California Department of Education. Sacramento: California Department of Education, 1990, p. 22.

[5] *California College-Going Rates: Fall 1988 Update.* Sacramento: California Postsecondary Education Commission, 1989, p. 10.

[6] *California College-Going Rates*, p. 20.

We must have the will to do it!

Phyllis Hart
The Achievement Council

sented students for college be asked to describe their efforts to prepare more students for college and to advise other high schools on ways to achieve both immediate and long-term improvement. The recommendations in this publication are offered in this same spirit of helping schools to find their own paths to greater success for all students.

Kellogg West Symposium

In November, 1989, a three-day invitational symposium was convened by the California Department of Education at the Kellogg West conference center on the campus of California State Polytechnic University, Pomona. Participants included representatives of the 21 California high schools that were most successful during 1986 in sending black and Hispanic students to the University of California and The California State University. The Kellogg West symposium provided a unique forum for school personnel to discuss with representatives of the California Department of Education ways to increase the number of underrepresented students attending college.

The 21 high schools invited to participate in the symposium were identified and selected on the basis of data in the high school performance reports prepared by the California Department of Education. These data, on a variety of performance criteria, compare the performances of California's public high schools to state averages. The schools selected reported combined enrollments of black and Hispanic students of 30 percent or more of their total enrollment, drop-out rates of no more than 30 percent, and combined University of California and California State University matriculation rates for their black and Hispanic twelfth graders that were higher than those for other high schools. Judging from these data, the Department determined that the 21 participating high schools could be considered the most successful in California. However, it is important to note that the rates at which black and Hispanic students from these 21 high schools enroll in colleges, although higher than the rates for the state as a whole, are not dramatically higher.

The format of the Kellogg West symposium did not require that participants reach a consensus about either institutional or individual practices. In fact, practices varied widely, and when disagreement

arose about the efficacy of certain intervention strategies, symposium planners sought to preserve the unique insights and experiences of individual schools.

A number of the 21 schools have a long-standing tradition of academic excellence dating back to a time when they served primarily students from middle- and upper-income families. These schools have been successful in maintaining academic cultures as their enrollments have grown more diverse. Rather than placing students in general or low-track programs, these schools provide support systems that enable many more students to succeed in college preparatory classes. Other schools participating in the symposium have, historically, sent few of their students to college. However, these schools have begun to develop an academic culture, implementing changes over a period of years, often inspired by the determination of one or two staff members.

The contributions of the participants in the Kellogg West symposium are compiled in this publication, which begins with a set of essential principles for improving the rates at which underrepresented students enroll in college and succeed in earning degrees. A set of specific strategies follows, based on these principles, that have the potential to improve college enrollment rates. Although a comprehensive approach to preparing underrepresented students is preferable, many of the recommended strategies can be implemented immediately at little or no additional cost. The emphasis of this publication is on implementing changes immediately, not on waiting for new sources of funding.

This publication also emphasizes preparing students to meet the eligibility requirements of public four-year universities in California. Meeting the eligibility requirements of the University of California or The California State University is one way to ensure that students are well prepared for a variety of postsecondary options. However, this emphasis is in no way intended to promote attendance at the University of California or The California State University over other colleges and universities. Many students may be better served by entering a California community college and transferring to a four-year college or by attending a private or out-of-state college. The issue is one of "fitting" the student to the institution. Symposium participants stressed the importance of a supportive environment for students in both kindergarten through grade twelve and in postsecondary schools. They urged that schools in the process of advising students on college selection consider the holding power of individual colleges. Noteworthy, for example, is the success of many black students at some of the historically black colleges.

Teachers, counselors, and administrators at the Kellogg West symposium—knowing that their work would be widely shared with their peers throughout California—were passionate in their insistence that one individual *can* make a difference. They were equally fervent in their conviction that educators who believe in the inherent ability of all students to succeed are potentially powerful and positive influences on the lives of academically underachieving students. This publication is dedicated to all who share these convictions.

What Are the Essential Principles of an Effective College Preparation Program?

The principles listed here—and the strategies they generate—can serve as springboards for substantive changes schools may implement to increase the number of students who will be prepared to enter and succeed in college.

Make your school accountable.

School leaders must commit themselves to preparing more underrepresented students for college. They must set specific, measurable goals for increasing the number of students who become eligible for college and ensure that action plans are developed, implemented, and evaluated.

Build an academic school culture.

Staff and students should project an image of a college preparatory school by respecting instructional time, ensuring that students are in class, and emphasizing academic activities as much as athletic and other extracurricular activities.

Make access to college preparatory classes a reality in your school.

All students, especially those underrepresented in higher education, should have full access to all school services that will enable them to prepare for college.

Provide professional support for staff.

Teachers and counselors must have high expectations and standards for all students. They must be professionally well prepared, supported by their schools and districts, and committed to the belief that all students can learn.

Include parents as an essential part of the process.

All parents, especially parents of underrepresented students, must be involved in the process of preparing students for college. Parents must be given the information, encouragement, and skills to support high aspirations for their children.

Provide coordinated student support services.

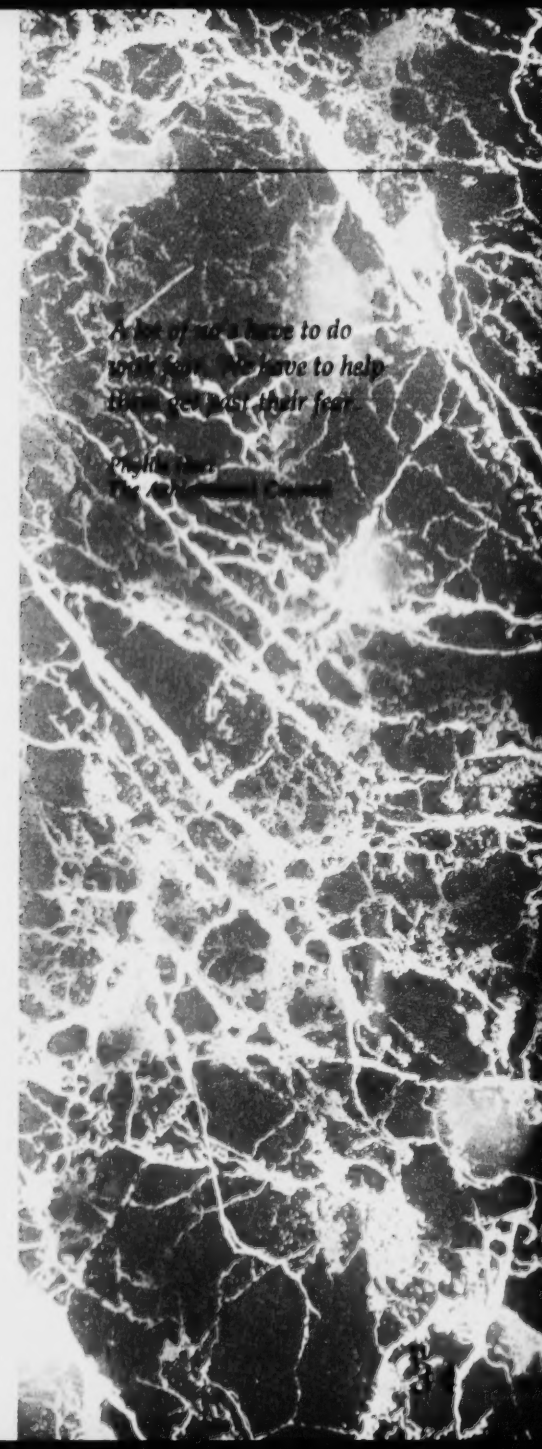
A wide range of coordinated support services must be provided to enhance students' opportunities for success.

Attend to articulation, from kindergarten through college.

Effective partnerships should be developed, from kindergarten through college, to articulate goals for the curriculum, students' achievement, and support systems.

Make information about colleges available.

All students and their parents should be regularly and systematically informed about college requirements, college opportunities, and financial aid.



What Can High Schools Do to Prepare More Students for College?

Listed here are some specific suggestions high school leaders may follow to turn the essential principles into action.

Make your school accountable.

Recognize the problem of underrepresentation.

- Be aware of the alarming underrepresentation of low-income and ethnic students in four-year colleges and universities. Inform other staff members and convince them of the seriousness of this problem for California and for their own communities.
- Review the high school performance reports provided by the California Department of Education and the student performance reports provided by the University of California and The California State University. This information will help you understand how well your school is preparing students for college. Remember that preparing for college provides the intellectual development that students will need whether or not they go to the University of California, The California State University, or another college.

Gather information and monitor students' progress.

- Create a computerized data base for your school to monitor all students' academic progress. The data base should include information such as courses attempted and completed, credits earned, cumulative grade point averages, grades for the current semester, and attendance data for each student. Use this information to determine which students from various groups are enrolling in, attending, and succeeding in college preparatory classes.
- Review the master enrollment schedule to analyze patterns in college preparatory

courses. Use this information for departmental reviews, for feedback to individual teachers, and for public recognition of staff who make special efforts with underrepresented students in their college preparatory and advanced classes.
- Determine the number and types of course offerings in each department, and evaluate their relative difficulty. Ascertain whether the limited number of college preparatory courses is caused by excessive tracking of students, a shortage of adequately prepared teachers, or other factors. Ensure that departments offer enough college preparatory classes and sections and that counselors encourage more students to take challenging classes.

Plan for short-term and long-term solutions.

- Begin now to implement intervention strategies that can lead to immediate increases in the rates at which underrepresented students enroll in college. The problem is so severe in most high schools that the college enrollment of even a few more students from underrepresented groups can make a big difference, not only in college enrollment rates but also in the lives of those students as well.
- Develop a long-range plan to provide underrepresented students increased access to college preparatory courses. The plan should include a statement of philosophic commitment, proposed changes in instructional practices and the structure of academic courses, definitions of expanded student support services, ideas for increased involvement of parents in academic decisions affecting their children, and provisions for staff development.

Publicize your goals. Make a commitment and then evaluate.

- Set annual goals for the number of underrepresented students who will meet University of California and The California State University admissions requirements and who will attend four-year postsecondary institutions. Increase goals annually, publicize them, and provide evidence of progress to students, parents, and the school community. Every school can generate a larger pool of college-bound students.
- Measure your success in terms of increases in the number of underrepresented ethnic and low-income students who meet admissions requirements for four-year public colleges, who enroll at a college or university immediately after high school graduation or transfer from a community college, and who succeed in earning a bachelor's degree.

Build an academic school culture.

Recognize that nearly all students should be educated as if they are going to college.

- Develop a clear statement about the ability of nearly all students in your school to succeed in a highly demanding curriculum. Focus on this issue at faculty meetings and in discussions with the entire school community. Share the school's statement with students, parents, and the community.

Promote a climate that supports equity and access.

- Give students confidence in their abilities to succeed academically. Ensure that administrators, teachers, and counselors clearly and consistently communicate high expectations and standards for all

It's not that we believe that children can't do it; we believe that we can't do it . . . we don't have high expectations for ourselves as professionals.

Dorothy Smith, Former President Governing Board, San Diego City Unified School District

students and support for their academic success.
- Take steps to ensure that students take more responsibility for organizing their time, completing assignments, and studying for examinations. Actively teach these skills, and have students focus on areas in which they are weak.

Encourage and recognize students' successes.

- Hold school events that emphasize a "you-can-do-it" attitude among students. Involve role models of various ethnicities, and encourage students to interact with them. School guests—especially former students—can reinforce academic values by showing students the relationship between school and goals for the future.
- Develop a program to recognize the academic achievements of all students. Students whose grades have significantly improved should receive recognition along with those students who perform at the highest levels. Academic recognition can include the awarding of pins, letters, and sweaters and holding luncheons and assemblies where individuals are recognized.
- Establish an academic booster club with the support of local business and professional organizations in the community to recognize academic success through awards, events, scholarships, and the like. Emphasize highly visible involvement that provides much personal and corporate satisfaction. Seek out members of ethnic minorities for the booster club.

Put college on your school's agenda.

- Create an image of a college preparatory school. Projecting such an image requires careful planning, hard effort, and evidence of the successes of students and faculty. Provide a steady flow of information about students' accomplishments to parents and the community in order to build personal pride and commitment to academic excellence.
- Review bus schedules, athletic practice schedules, extracurricular activities, and other sources of potential conflict that make it hard for students to take advantage of academic support services. Avoid putting students in situations that force them to choose between their academic commitments and school-sanctioned activities.

- Encourage students to balance the amount of time required for homework with the amount of time they are engaged in outside employment.

Make access to college preparatory classes a reality in your school.

Consider the curriculum.

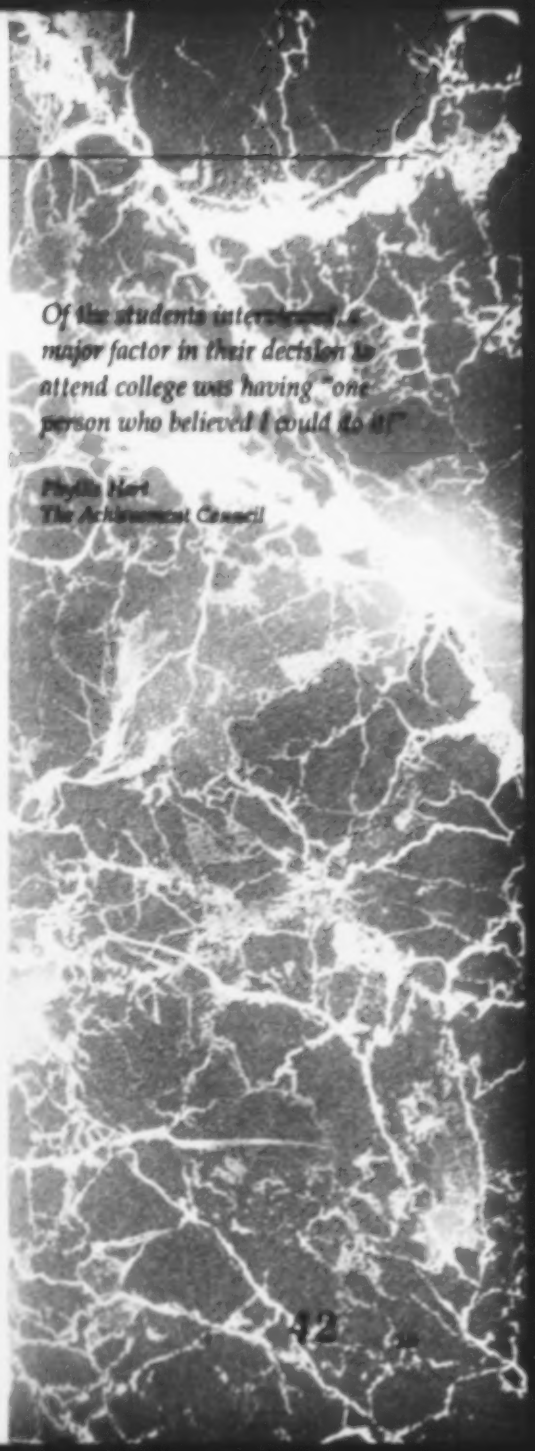
- Ensure consistency between the California Department of Education's curriculum frameworks and the instructional content in all courses. Ensure that college preparatory courses actually have a college preparatory curriculum. One way to do this is to check the performance of your school's graduates in college. Compare their high school grades with their scores on competency tests in mathematics and English. Emphasize reading and writing in every course; these are the cornerstones of academic success in college.
- Introduce more "precourses" into the curriculum for students who are unprepared for the first-year "a–f" courses required for admission to the University of California. A good example is the Mathematics A course for ninth grade students who are not ready for algebra. Teaching students the rudiments of an academic subject promotes confidence in their ability to succeed in more advanced classes.

Examine course pathways.

- Take steps toward making the college preparatory curriculum the core curriculum for nearly all students.
- Allow students to reenroll in academic courses which they have previously either dropped or failed. Help students to realize that failure is not the end by giving second chances to all students.
- Reduce tracking. One way to do this is gradually to include lower achieving students when making assignments to college preparatory classes. For example, if a school has three or four tracks of first-year English, it might combine some sections of the middle track with the college preparatory track.

Improve counseling and advisement.

- Make sure counselors understand that they are expected to increase the number of underrepresented students who take college preparatory and advanced classes.



Of the students interviewed, a major factor in their decision to attend college was having "one person who believed I could do it."

Phyllis Hart
The Achievement Council

Give a message that the school is about what goes on in the classroom as well as on the athletic field and in other activities for students.

Phyllis Hart
The Achievement Council

- Develop long-range academic plans with all students when they enter high school. Translate these plans into written records that require the signatures of both the students and parents. The plans should have boxes for students to check off as they complete steps toward high school graduation and college admission. Parents should be encouraged to display these plans at home and to reward academic progress.
- Require a meeting of the student, parents, and counselor when a student wishes to drop college preparatory classes.
- Review and redefine, as appropriate, the procedures by which decisions are made for an individual's academic placement. Eliminate unnecessary prerequisites and encourage students to take more demanding courses. Although standardized placement tests and associated criteria have some usefulness, underrepresented students are generally ill served by these traditional measures.
- Ensure that the school has enough courses and course sections to enable all students to enroll in college preparatory course sequences. Academic electives should represent extensions of this curriculum; they should not be portrayed as easier ways to satisfy college admissions requirements or to improve grade point averages.

Provide professional support for staff.

Help your faculty help the students.

- Provide sustained professional support systems and networks for teachers, counselors, and administrators who engage in bold reforms and take risks to make radical changes in curricular and instructional practices.
- Provide teachers with step-by-step support in their efforts to expand eligibility for the college preparatory track. Start with the teachers who are the most enthusiastic about opening college preparatory classes to a wider range of students. Reduce class sizes for these teachers, and connect them with student support services. Provide help in the use of cooperative learning and active learning strategies. Gradually expand this service to other teachers.

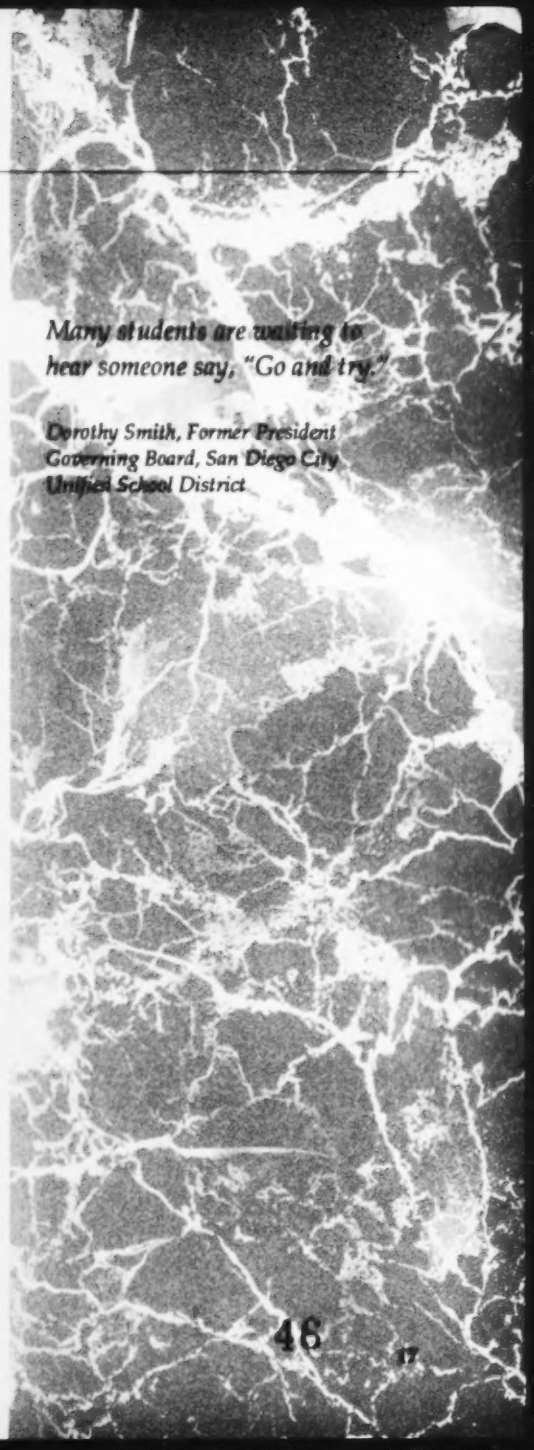
Support catalysts for change.

- Acknowledge the significant difference that even one individual can make in ad-

dressing the crisis of academic underrepresentation in higher education among low-income and ethnic students. There already exists in most schools a cadre of educators who have a vision of what the future could hold for many students. This cadre should be identified, supported, and challenged to become the catalyst for change in every school.

Focus staff development on improving the academic preparation of underrepresented students.

- Provide staff-development programs that are likely to have the most immediate positive impact on students' achievement. Critical categories include implementing a variety of instructional practices and techniques in specific curricular areas; developing high expectations among teachers and strong self-esteem in students; and implementing and managing support systems, such as tutoring programs, classroom-based study for student groups, preteaching programs, and elective support classes.
- Emphasize cooperative learning techniques that encourage students to help each other achieve learning goals. This is one of the most effective ways to teach the more advanced academic courses to students of varying achievement levels.
- Explore, for staff-development possibilities, existing programs aimed at reaching underrepresented students. Examples include Advancement Via Individual Determination (AVID), a comprehensive curriculum-based college preparation program sponsored by the Office of the San Diego County Superintendent of Schools; Students Capture Opportunities to Redirect Their Education (SCORE for College), another comprehensive approach to preparing underrepresented students, sponsored by the Office of the Orange County Superintendent of Schools; and Teacher Expectations and Student Achievement (TESA), a staff-development program that helps teachers motivate students through high expectations. (See Appendix A for more information on the AVID and SCORE programs.)
- Ensure that all school staff understand relationships between the college preparatory curricula and students' aspirations. The "a–f" sequence, course enrollments, and relationships between courses should be topics of periodic staff and departmental meetings.



Many students are waiting to hear someone say, "Go and try."

Dorothy Smith, Former President Governing Board, San Diego City Unified School District

Include parents as an essential part of the process.

- Involve parents in major academic decisions affecting their children. School personnel must assist parents in developing the skills and knowledge required to make wise decisions. Make sure that parents clearly understand which courses prepare their students for admission to four-year colleges. Require parents' signatures for course schedules and changes in courses—especially for those changes which result in a diminished academic outlook for the student.
- Acknowledge the fact that in many cultures it is considered inappropriate for parents to "interfere" in their children's schooling. Work with all parents to show that their contributions are not only appropriate but also essential to the success of their children in American schools.
- Bring together parents from underrepresented groups to discuss the process of preparing their children for college. Issue personal invitations to parents to participate in these small-group discussions. Follow up with a personal phone call to ensure a high turnout.
- Remain sensitive to the conflicts faced by many parents as they try to support their children's academic efforts while earning a living. Make it possible for parents to take part in supporting their children's efforts to prepare for college, even when the parents work full-time.
- Establish a communication system to encourage parental involvement in school-related activities. Stress the importance of academic planning, college preparation, home support, school attendance, and study habits. Involve parents in reaching out to other parents of the same ethnicity.

Provide coordinated student support services.

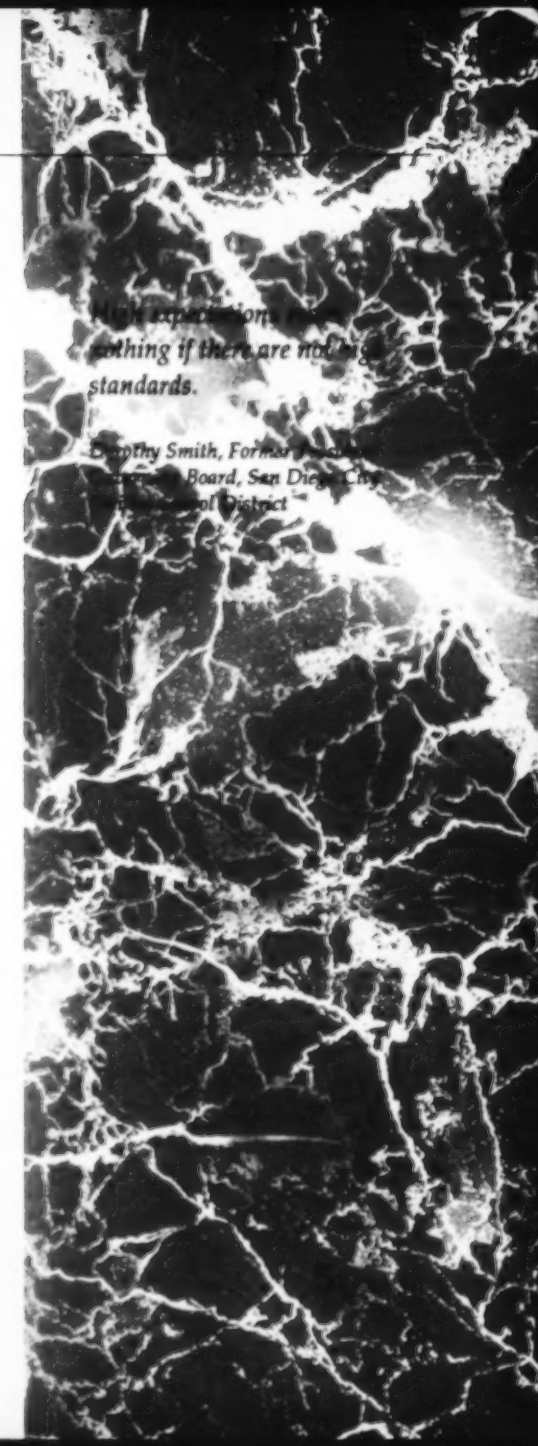
Institute academic support systems.

- Establish support systems for students in every academic course. Options include tutorials; student study groups; and homework "hot lines," which provide students assistance by telephone. These options are most effective when they relate to a particular subject, are carefully coordinated, and are required components of a class.
- Clearly convey the conviction that academic support services, such as tutoring, are preventive activities rather than indicators of student failure.
- Assign homework regularly in all academic courses. Include assignments that require students to apply their knowledge and skills to problem solving rather than repetitious drills. Provide a homework hot line when possible.
- Package academic support services for students in logical, interrelated ways. Services should be tailored to the classes for which they are designed, and their use should be seen by students as integral to their regular coursework. Schedule services so that students can attend all regular classroom sessions without being pulled out.
- Establish study groups for students as an integral part of college preparatory courses. Study groups provide a forum for clarifying assignments, sharing knowledge and skills, solving problems, completing assignments, preparing for tests, and pursuing other class-related tasks. Groups should be small and should be scheduled to avoid conflicts that might prevent students from getting together. Study groups may need to meet during school hours—not necessarily during class time, although some use of class time is justified.

- Initiate a schoolwide system of peer tutors as an integral part of all college preparatory courses. Teachers should be trained in the effective use of peer tutors. In the most successful tutorial services, a faculty member is responsible for recruiting, training, and managing the program. Peer tutors should receive recognition, including notations on their transcripts.
- Help lower achieving students to anticipate and preview upcoming assignments before encountering material in the classroom for the first time. For limited-English-proficient students, this strategy is particularly useful in courses in which the reading demand is high and new vocabulary and cultural concepts are being introduced.

Offer individualized attention.

- Assure students that they can succeed in school. Connect them to support services, such as tutors, mentors, study groups, and academic interest clubs. Schedule their courses to include at least one or two teachers with whom they feel a special affinity. If students have no preferences, ask counselors, departmental chairs, or others to link students and teachers.
- Ensure that no student is "missing in action." Watch for students who seem uninvolved and who find ways to take the least demanding courses. Provide these students with academic support services. Pay special attention to students who are bused as part of an integration plan. These students may feel isolated from the school community.
- Devise a schoolwide plan to ensure that every student is known well by at least one teacher, counselor, or administrator. Matching students with individual adults should be accomplished thoughtfully. Establish a faculty task force to plan for the mentor role and to guide all staff regarding their responsibilities.
- Provide a mentor program for academically promising students who have not made a definite decision to attend college. Find role models of the same ethnic and language background. Mentors are valuable in initiating home contacts.
- Establish a student advisory program in which a small group of students meets with the same teacher or counselor over a long period of time. This relationship allows students and their advisers to probe sensitive concerns, both academic and personal.



High schools can implement a core curriculum where students must "opt out" rather than "opt in."

Phyllis Hart
The Achievement Council

- Consider breaking large, complex high schools into "houses" or other types of smaller physical arrangements to allow more supportive learning environments. Build a sense of community and individual student identity.

Attend to articulation, from kindergarten through college.

Create partnerships with institutions of higher education and with the community.

- Coordinate all early outreach services for underrepresented students provided by institutions of higher education, private businesses, and community organizations. Effective coordination requires the active participation of the principal, counseling staff, department chairs, teachers, and the directors of outreach programs. Schools might form a council of these representatives to integrate all outreach efforts.
- Invite higher education institutions to offer college credit courses at the high schools for seniors and eligible juniors. Encourage the collaboration of high school and college faculty in planning and implementing these programs. Actively encourage participation by underrepresented students.
- Permit high school students to take courses at local colleges while maintaining their enrollment in high school. Strongly encourage underrepresented students to take advantage of varied options, and provide them with tuition support as well as transportation and help in selecting and enrolling in classes.
- Collaborate with feeder schools and local institutions of higher education to achieve smooth academic transitions among all segments of the educational system. Students must experience a logically sequenced education from kindergarten through college.

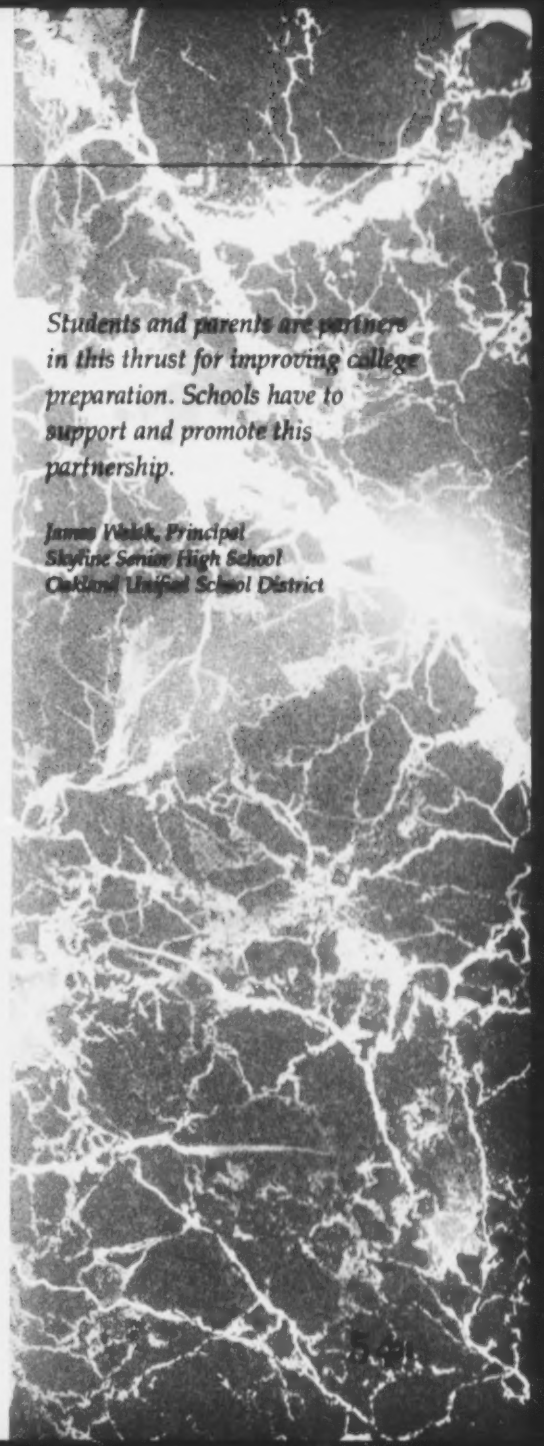
Make information about colleges available.

Bombard students with information on preparing for college.

- Provide a college and career resource center staffed by school personnel, parental volunteers, and others. Offer students all types of support services, including current college catalogs, financial aid information, and assistance

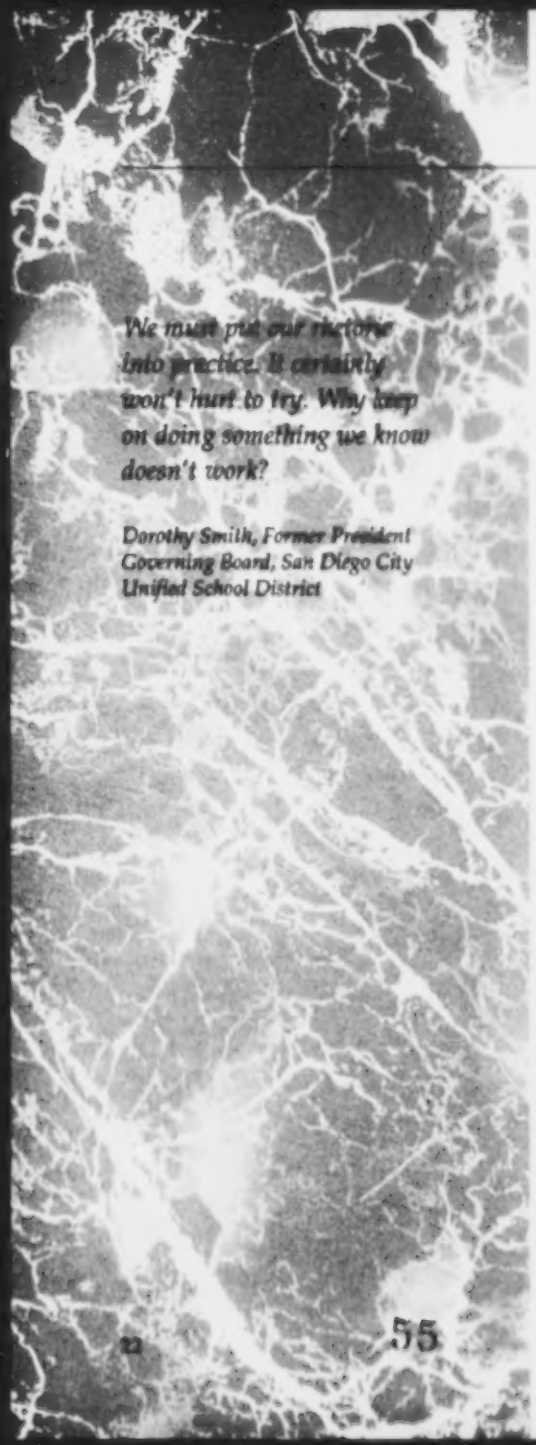
in interpreting and completing application forms.

- Convince students and parents that scholarships and loans are available for any needy student who is prepared to go to college. The economic advantages of a college education should be discussed also. Ask college admissions counselors and financial aid officers to convey this information to students and their parents through frequent school forums. In some areas of the state, the California Student Opportunity and Access Program (Cal-SOAP) coordinates information about financial aid and college opportunities.
- Make provisions in the school's master schedule for students to participate in experiences that support their academic goals without directly interfering with regular class time. Such activities include group counseling programs, academic and career-planning seminars, mentor programs, college advisory seminars, and classes in study skills and time management.
- Hold annual, conveniently scheduled college enrollment workshops, such as the college nights programs for parents and students, to present information on the requirements for college enrollment and success. Aggressively involve underrepresented students and their parents. Be certain that information for parents is shared in the language of the home—preferably both orally and in writing. Seek to sell parents on the benefits of higher education, and help them realize that college attendance is possible for their children.
- Emphasize to both students and parents the relationship between academically demanding middle grades instruction and access to college preparatory high school courses. Stress the necessity of the a–f curricula if students are to have the best chance of acceptance by a California public four-year college or university. Most students and parents have minimal knowledge about curriculum links; they often learn too late that course deficits cannot be corrected and that certain academic and career options are no longer available. Provide information about meeting academic requirements, applying for financial aid, selecting a college, and completing admissions paperwork. Involve representatives from middle and secondary schools and from higher education institutions in academic orientation sessions.



Students and parents are partners in this thrust for improving college preparation. Schools have to support and promote this partnership.

James Welsh, Principal
Skyline Senior High School
Oakland Unified School District



We must put our victories into practice. It certainly won't hurt to try. Why keep on doing something we know doesn't work?

Dorothy Smith, Former President Governing Board, San Diego City Unified School District

- Provide *PSAT/PACT* and *SAT/ACT* coaching for students as early as grades nine or ten. Continue this support through the senior year. Avoid conflicts with class time. After-school, Saturday, or evening seminars may be possible for some students. Obtain waivers of test fees for students who cannot pay. Encourage students to attempt these tests several times. Students with academic potential whose test scores are lower than those required by institutions which depend on these indicators should be encouraged to apply to colleges that place less importance on test scores.
- Provide a 24-hour telephone hot line with recorded information that communicates school activities to students, parents, and other community members in the language of the home. Use the hot line to inform parents and students about college preparation, admissions procedures, financial assistance, academic support services, and college visits. Publicize hot line telephone numbers widely.

Provide support for the transition to college.

- Organize visits to local public colleges and universities. If possible, arrange for students to be met and escorted by graduates of their high schools who are currently enrolled at that institution.
- Subsidize live-in experiences for underrepresented students in college and university dormitories. Establish strong ties with at least one college or university, and plan experiences that give high school students a positive impression of college life. Ensure that they have direct contact with admissions officers and with professors who teach freshmen classes. Seminars and other experiences should address both the aspirations and anxieties of high school students. Involve successful college students of the same ethnic backgrounds, especially alumni of the same high school, when possible.
- Work with postsecondary institutions to get your students involved in summer "bridge" programs that facilitate the transition between high school and college. Such programs may involve classes and other experiences on local college campuses.

How Can Districts and Institutions of Higher Education Support Schools' Efforts?

Both school districts and institutions of higher education should support the efforts of individual schools that are trying to improve the rates at which underrepresented students attend college.

School districts should do the following:

- Ensure that the college preparation of all students, particularly underrepresented students, is a high-priority item on their agenda. Support schools working toward this goal and disseminate relevant information.
- Review and revise district-level high school policies, standards, and practices. Identify expectations regarding the structure of academic courses, the types of instructional practices used, and necessary academic support systems. Be inclusive rather than exclusive when determining which students are eligible for college preparatory courses. Make sure there are enough college preparatory course sections to accommodate the majority of students.
- Closely monitor the operations of the district and schools to ensure that they implement policies, standards, and practices that will expand underrepresented students' access to college-level curricula.
- Organize networks, both within and among districts, of middle schools and high schools seeking to increase the number of underrepresented students who satisfy the admissions requirements of public, four-year colleges and universities.
- Provide technical support to schools that are in the process of setting goals and evaluating the effectiveness of various site-level efforts to improve college preparation of underrepresented students. Assist schools in preparing formative evaluations and in using them to refine their efforts.
- Encourage middle schools to make effective use of the booklet *Futures: Making High School Count* (prepared by the Intersegmental Coordinating Council, 1990), which is distributed each year to all eighth grade students.
- Consider the possibility that talented teachers may be unequally distributed among schools and classes. Underrepresented groups often have greater academic needs than other groups and, therefore, should be taught by the most able teachers. Explore ways to ensure that all students are taught by highly dedicated and competent teachers.

We can make school a place where children want to come and learn when they do, and increase the quantity and quality of those students who walk out of our doors and go on to college.

Phyllis Hart
The Achievement Council

Institutions of higher education should do the following things to support individual schools:

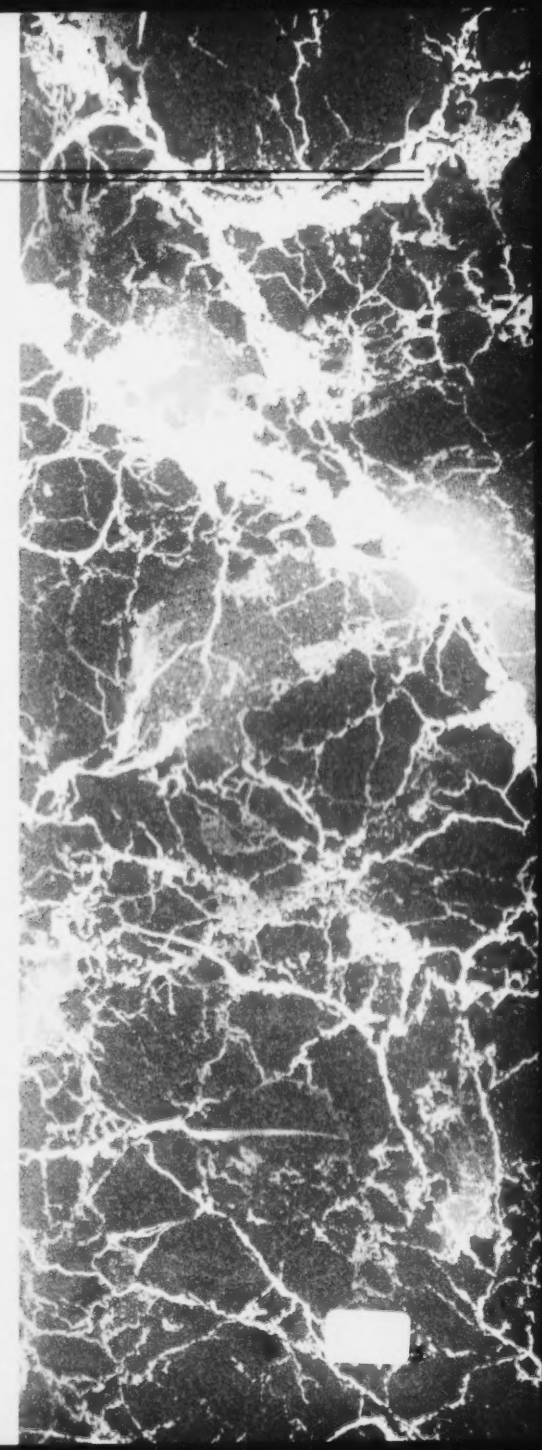
- Renew commitments to retain all students who enter college, and ensure their graduation by monitoring individual progress and providing ongoing academic support services.
- Collaborate with elementary, middle, and secondary schools to provide academic and motivational support for underrepresented students through, for example, academic tutoring, information on college admissions, and student support programs.
- Participate in more transitional academic programs, including college courses taught by postsecondary faculty at high schools, summer academic bridge programs, and short-term, on-campus residencies that offer previews of college life to high school seniors.
- In preservice and in-service training for teachers, counselors, and administrators, include topics related to preparing underrepresented students for college. School personnel should enter the field of education aware of the importance of preparing underrepresented students for college and convinced that these students can be successful.
- Pay personal attention to students from underrepresented groups. Intervention at the first sign of problems will improve the chances of underrepresented students for future successes.

How Can Schools Begin?

The ideas expressed in this publication reflect the experiences of teachers, counselors, and administrators throughout California who have made significant contributions to preparing underrepresented students for college. These professionals are the first to recognize that even the most successful schools have progressed at a painfully slow pace in sending more ethnic and low-income students to four-year colleges. Do not be overwhelmed by the enormity of the effort. Keep in mind that the successful efforts of only *one* school are proof that it can be done.

It is in this spirit that educators are urged to confront this educational crisis and to evaluate the actions they are taking to ensure that all low-income and ethnic minority students have access to the best education California has to offer. Review the suggestions here, and identify those which will augment any efforts already under way in your school or district. Make a commitment that is tangible, possible, and measurable and that includes immediate as well as long-term efforts to change the futures of our students.

Begin now!



APPENDIX A

SELECTED RESOURCES FOR DISTRICTS DEVELOPING COLLEGE PREPARATORY PROGRAMS

Funding Resources

Schools may fund college preparatory programs from general funds, supplemental grants, or a variety of categorical sources. It is appropriate to use general funds for this purpose since helping students prepare for college is one of the central functions of the comprehensive high school. Because there are no restrictions on their use, general fund monies may be applied toward salaries and other purposes, which may be more difficult to fund with supplemental or categorical monies.

Supplemental grants may be used to prepare students for college in two ways. First, although funds must be used for the general purposes of one or more of the 27 programs specified in the Department's program advisory dated October 12, 1989, these programs include several which may support improved college preparation of underrepresented students, such as the following: High School Pupil Counseling, School Improvement, Pupil Dropout Prevention, Economic Impact Aid (if eligible for a Schoolwide or Alternative Project), and Gifted and Talented Education. Thus, activities that support college preparation for all students, particularly underrepresented students, may be undertaken as a part of any of these programs.

Second, funds may be specifically designated for operating a college preparatory program for underrepresented students. Examples of effective programs include the University and College Opportunities (UCO) programs and the Advancement Via Individual Determination (AVID) programs, both of which are described in the following section on programmatic resources.

Districts or schools planning to use supplemental grant funds for operating a UCO or an AVID program may designate these funds for use in the School Improvement Program (SIP). The school site council must then approve the use of all or a portion of such funds to establish a UCO or an AVID program or to carry out certain activities of these programs. Programs should follow the general guidelines for School Improvement programs, and supplemental grant monies should not be used to replace any funds previously allocated for either categorical or noncategorical programs. Examples of appropriate uses of supplemental grant funds through a School Improvement Program

include staff development, college counseling (in addition to that already provided), motivational activities, tutoring or other support systems, and activities to help prepare students for college admissions tests. Grant monies should not be used to supplant local funding; for example, the salary of an AVID teacher should not be covered by supplemental funds.

Under certain circumstances, categorical monies may be used for college preparation activities. The following funds may be used if appropriate conditions are met:

- **California Programs**

  School Improvement Program, AB 65, Chapter 894 (1977)
  School-Based Coordinated Program, AB 777, Article 3 (1981)
  Economic Impact Aid–State Compensatory Education—Schoolwide Project
  Economic Impact Aid—Alternative Projects

- **Federal Programs**

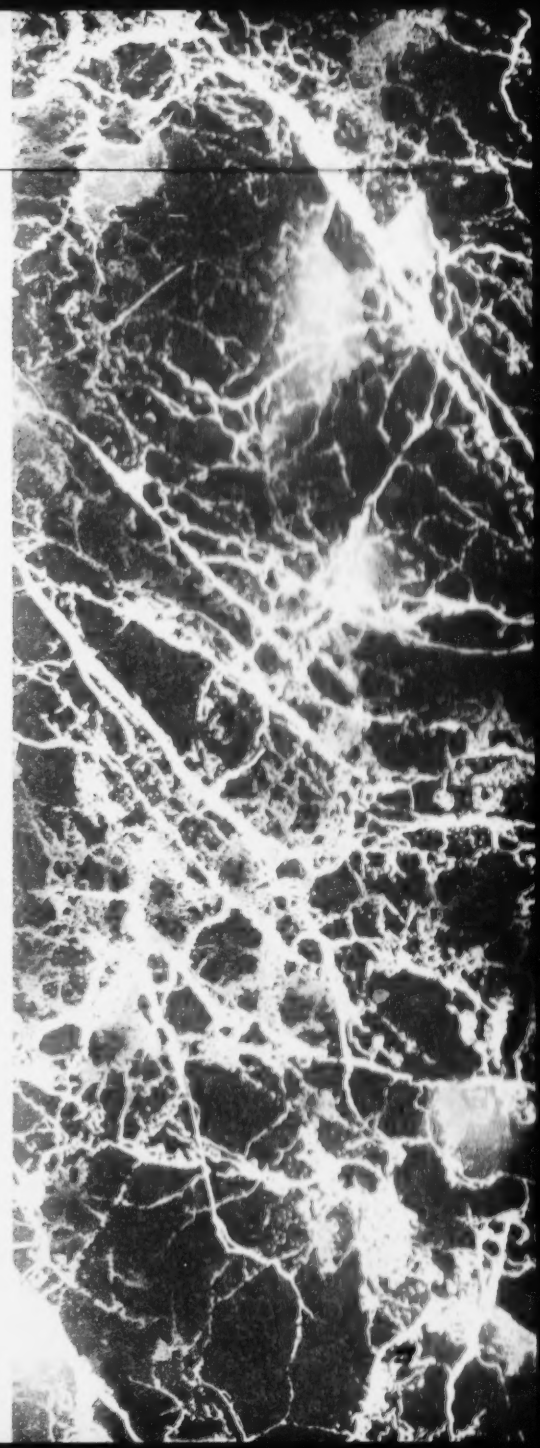
  ESEA, Chapter 1—Schoolwide Projects; Concentration Grants; and Innovation Projects
  ESEA, Chapter 1, Part C—Secondary School Programs
  ESEA, Chapter 2

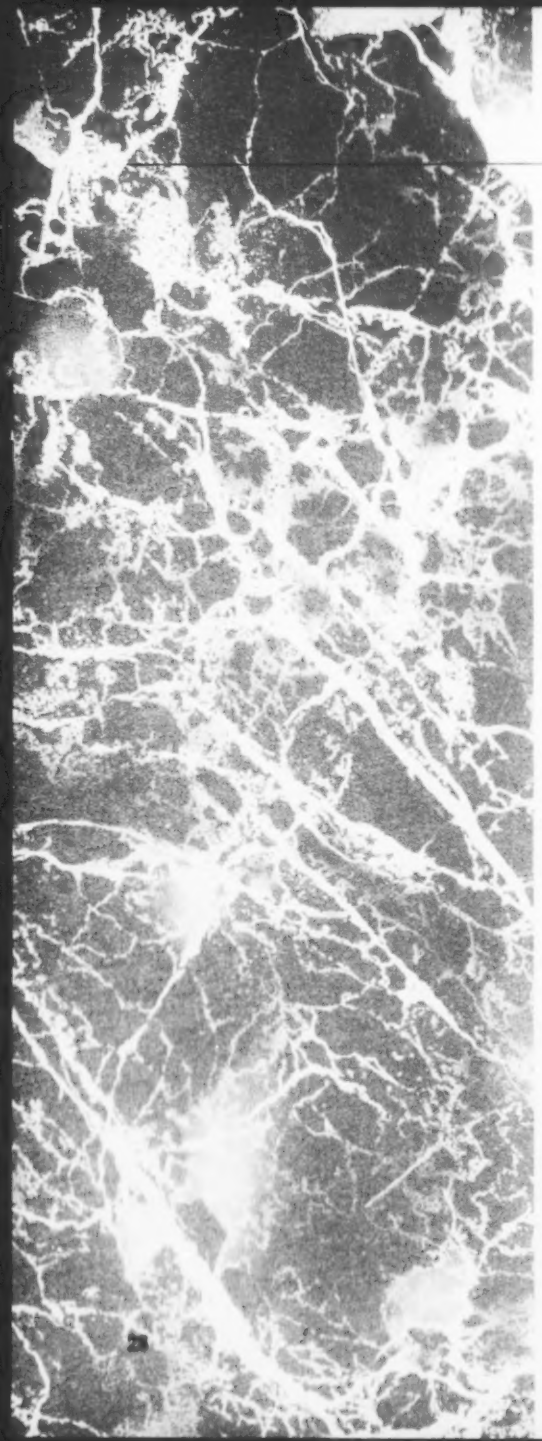
Programmatic Resources

UCO

The University and College Opportunities (UCO) programs were established in response to the need to improve college enrollment rates among groups traditionally underrepresented in postsecondary education, such as certain ethnic or linguistic minorities and low-income students. Chapter 1298, Statutes of 1982, allows school districts to redirect existing categorical funds to establish and operate such programs. UCO programs include an enriched curriculum emphasizing courses required for admission to the University of California and The California State University, especially science, mathematics, and English; instructional support through teachers' involvement, tutoring, and study groups; supportive counseling and advising; parental involvement and support; career awareness; articulation with higher education; and program evaluation and follow-up on students.

Districts planning to operate a UCO program should notify the California Department of Education, Office of Special Programs, 560 J Street, Suite 570, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). For information, contact University and College Opportunities Unit, (916) 322-5016.





SCORE

Students Capture Opportunities to Redirect Their Education, SCORE for College, was developed by the Office of the Orange County Superintendent of Schools. This program is affiliated with the UCO programs and has many of the same elements. SCORE for College emphasizes tutoring, counseling, motivational activities, parental involvement, and summer visits to universities. It has a strong staff-development component. For information, contact the director, Sharon Johnson, Office of the Orange County Superintendent of Schools, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628, (714) 966-4389.

AVID

Advancement Via Individual Determination (AVID) programs, which began in the San Diego City Unified School District, grew out of a pilot program aimed at underrepresented groups of students. These programs have three basic goals: improving participation in college preparatory courses, increasing the number of college-bound students, and providing to teachers training in methodologies that help students to succeed in a more rigorous curriculum. AVID programs seek to meet their goals through interrelated program components, including extensive staff development in instructional techniques, core curriculum issues, and other AVID-related topics; elective AVID classes for students that emphasize note taking and writing; tutoring and other support programs; and articulation with higher education institutions. For information on developing an AVID program, contact Mary Catherine Swanson, Office of the San Diego County Superintendent of Schools, 6401 Linda Vista Road, Suite 405, San Diego, CA 92111-7399, (619) 292-3500.

The Achievement Council

The Achievement Council, a privately supported school-development effort, has been active for a number of years, primarily in the Los Angeles area and in the San Francisco Bay Area. Staff members work with individual schools to improve instruction and opportunities for underrepresented students. For information, contact the executive director, Susana Navarro, The Achievement Council, 1016 Castro Street, Oakland, CA 94607, (415) 839-4647; or Ruth Johnson, Director of the Los Angeles Initiative, The Achievement Council, 4055 Wilshire Boulevard, Suite 350, Los Angeles, CA 90010, (213) 487-3194.

APPENDIX B

PARTICIPANTS IN THE KELLOGG WEST SYMPOSIUM ON COLLEGE PREPARATION OF UNDERREPRESENTED STUDENTS: CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA NOVEMBER, 1989

Invited Participants

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Whittier Union High School District

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Linden Beckford, Peer Counselor
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Los Angeles Unified School District

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Menlo-Atherton High School
Sequoia Union High School District

Rey Chavez, Testing Coordinator
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Berkeley Unified School District

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Inglewood Unified School District

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Coachella Valley Unified School District

Caro Macpherson
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Oakland Unified School District

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Richard Simcox, Coordinator of College Preparation
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Dorothy Smith, Former President
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School District

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Terry Emmett, Consultant
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APPENDIX C

Advisory Committee on College Preparation of Underrepresented Students

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Kati Haycock, Former Executive Director
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Robert Martin, Assistant Superintendent
Los Angeles Unified School District

Don Murfin, Former Superintendent
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California State University, Long Beach

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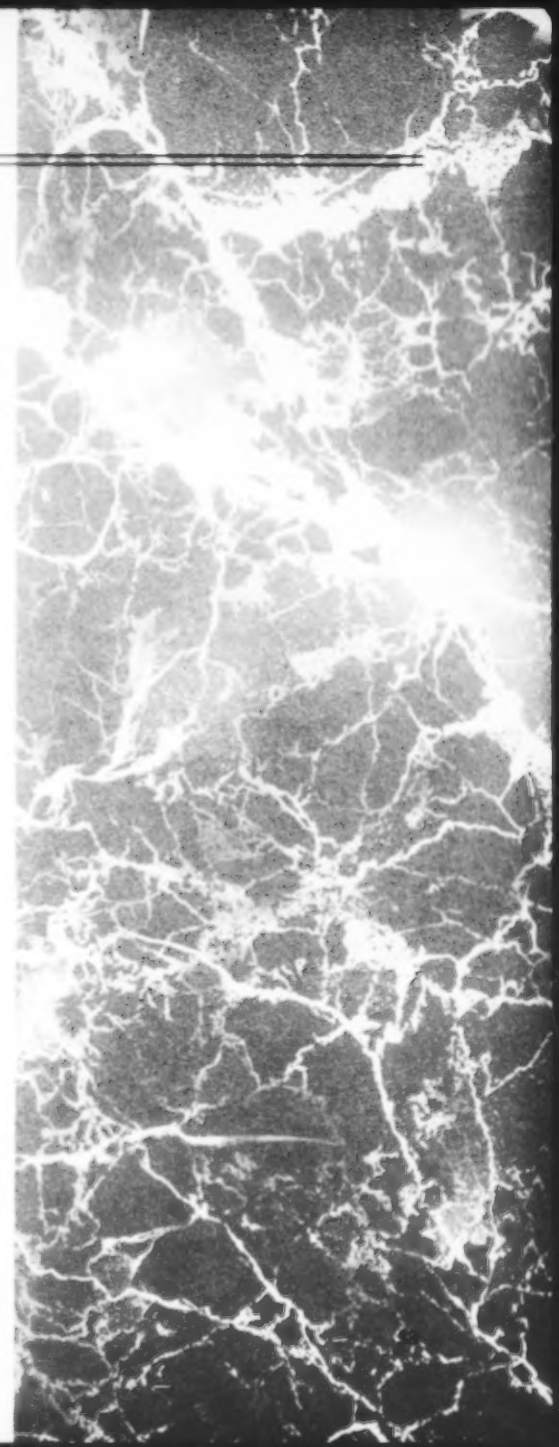

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